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the meaning is often evident from the context alone, its use of synonyms in brackets, and the frequent introduction of stories, fables, anecdotes, and poetry make it a text which will always have a positive value. The addition of the vocabulary by making home work easier should remove some objections offered in the past to its use in large classes.

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*Practical books for school-garden and farm.*—Two volumes have recently appeared, *Plant Production* by Moore and Halligan<sup>1</sup> and *Horticulture* by K. C. Davis,<sup>2</sup> both of which undertake to develop skill and an understanding of the biological principles involved in plant production. They are designed as high-school texts, and in both the chapters are supplemented by suggestive questions, laboratory exercises, and home projects. What to do and how to do it are conspicuous in the books, but the why and wherefore are not so apparent. The method is given for planting and caring for practically all the garden crops, garden and orchard fruits, lawn shrubs and shade trees, all so explicitly and clearly that the novice may follow directions with certainty. In each book this work is also outlined by months to remind the beginner what are the proper activities for each season. There is adequate treatment of the methods for combatting insect pests.

If the pupil has farms and gardens that are giving him real problems, the books will be used to good advantage. If he has apple trees infested with borers, if he has currants or grapes which he wants to know how to prune, or some garden crop is disappearing under the ravages of a pest, he will find clear and concise directions as to what to do and how to do it. But the books need such motivation. The reviewer has noted with regret as he has visited high-school classes in agriculture that there is less laboratory work, less contact with concrete situations than in the botany instruction which the agriculture has often replaced, and that the teacher is content to conduct the class as recitation of subject-matter learned from the text even when the school is located in the midst of farms that would furnish an abundance of illustrative material. One could wish, therefore, that in these excellent texts the exercises and questions came at the beginning of each chapter rather than at the end, that they were more extensive and more explicit and not simply reviews of what has preceded in the text. For instance, an exercise dealing with grapes in the first book is as follows: "At what distance apart are grapes planted? How many plants can be set on an acre if the plants are set 8 feet by 10 feet? At six cents a plant what would it cost to set out an acre of grapes?" The second book has at the end of the corresponding chapter these as suggestions: "Setting, trellising and caring for young vines *may* be a project for the first year of the vineyard." "Discuss the propagation of grapes." In a word, the directions for projects are not likely to force actual experience on the part of the pupils nor are the questions likely to send them out into the farm and garden seeking answers. The books are packed with useful

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<sup>1</sup> R. A. MOORE and C. P. HALLIGAN, *Plant Production*. New York: American Book Co., 1919. Pp. 428. \$1.44.

<sup>2</sup> K. C. DAVIS, *Horticulture*. Philadelphia: J. B. Lippincott Co., 1919. Pp. vi+416.

information, but it is not skilfully organized from the pedagogical point of view, a fault all too common with texts in elementary agriculture.

E. R. DOWNING

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*A well-organized reading text for biology classes.*—It is a pleasure to record the appearance of a text in high-school biology that is a real biology<sup>1</sup>—one in which the subject-matter is organized so as to present biological principles in their proper sequence without chopping the work up into botany, zoölogy, and physiology. These principles are illustrated in this book by animals or plants, according to whichever serves best the author's purposes, and the human physiology is incorporated under the appropriate headings, not tacked on as if an afterthought to a discussion of the physiology of other organisms, but made an integral part of biology, the most important part from our human standpoint.

The book is divided into six parts. The first briefly develops the notion of energy and the need of its development in the organism. Part two deals with life processes of the organism; three takes up the continuity of life; four, the external relations of organisms; five, heredity and evolution; six, man and other organisms, a study of the classification of living things, and man's superiority.

The text is primarily a reading text and the teacher would need to use some laboratory guide with it or furnish the directions himself. But the matter is well chosen, is modern, is clearly presented, and the illustrations are mostly new and to the point. As a rule the organisms chosen for discussion are those commonly occurring and of intrinsic interest to the pupils. The range of subject-matter is pretty wide and it is doubtful if the ordinary high-school class will cover the book in one year if projects or the needed laboratory work are added. Still the presentation is so interesting that pupils will take larger doses without protest than ordinarily. For instance, the subjects of tobacco and alcohol are given a statistical presentation with an array of facts that are fascinating and impressive.

E. R. DOWNING

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*An economics book for the high-school reference shelves.*—A useful addition to the general introduction texts in economics has been made through the publication of John Roscoe Turner's *Introduction to Economics*.<sup>2</sup> It is a thorough, careful, readable book.

Professor Turner expresses in the preface his belief in fundamentals and he has made good his belief in the book proper. And in attempting to deal with fundamentals he has made rather happy use of the illustrative material which the past few years has been developing regarding modern industry and commerce. This material gives a readability to the book which is lacking in certain treatises which are concerned chiefly with principles.

The first four chapters of the book, though not so designated, are an introduction to what follows. They describe in a broad fashion the economic changes

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<sup>1</sup> BENJAMIN C. GRUENBERG, *Elementary Biology*. Boston: Ginn & Co., 1919. Pp. x+528. \$1.56.

<sup>2</sup> JOHN ROSCOE TURNER, *Introduction to Economics*. New York: Charles Scribner's Sons, 1919. Pp. vi+641. \$2.50.